

Comprehensive Progress Report

Mission: “Lewis Chapel Middle School Is Committed To Preparing Students For Global Challenges Through Excellence In Teaching and Learning.”

Vision: Academic Excellence for ALL Students!

Goals:
Lewis Chapel Middle School will reduce the number of disciplinary reassignments by 50%.

Lewis Chapel Middle School will earn a School Performance Grade of C or higher by increasing our school's overall proficiency by 17 points.

Lewis Chapel Middle School will implement an effective communication plan with all families where teachers regularly communicate learning expectations and actively involve parents on the school improvement team, the parent community climate correlate and PTA.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

| Effective Practice: | | High expectations for all staff and students | | | |
|---|---------|---|-----------------------------------|----------------|-------------|
| KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | LCMS has been a PBIS school for the past 3 years. Currently some teachers employ effective classroom management and positively reinforces classroom rules and procedures. During the 21-22 school year, PBIS was non-to little existant. Teachers weren't trained and needed support to fully implement the PBIS program. Students were inconsistently rewarded with Cardinal Cash (PBIS incentive) and were able to purchase from the PBIS incentive store. The lack of training made the PBIS program stagnant and ineffective to student behavior success. There were unclear procedures about the student referral process. ABE was not in existence during the 2021-2022 school year. | Limited Development 01/27/2021 | | |
| <i>How it will look when fully met:</i> | | <p>When this objective is fully met all teachers will successfully utilize the ABE behavior management system and follow a unified behavior matrix focused on PBIS. The matrix will be posted in all classrooms and common areas. Teachers will be provided with a five step intervention plan to follow through with students. Teachers can better access and monitor student behavior growths with the 5 step intervention plan. This plan will help aid in the PBIS process and better reduce classroom disciplines and reduce school disciplines.</p> <p>Once fully implemented, students will receive the behavioral support they require. They will have ownership of their behavior and positive behaviors will increase; therefore, students will be engaged across all settings. Teachers will be supported with the understanding of the policies and procedures regarding student behavior. Teachers will be equipped with the necessary resources to reward students for their positive behaviors. Parents will feel that their children are attending a school that is safe and orderly.</p> | | Tareva Johnson | 06/09/2023 |
| <i>Actions</i> | | | 2 of 4 (50%) | | |
| | 8/30/21 | All teachers will be trained on how to effectively utilize the ABE management system. | Complete 09/08/2022 | Tareva Johnson | 09/08/2022 |

Notes: 9/8/22 - Meeting was held during teacher workdays to support and train teachers on the ABE System.

7/6/22 During the first week of school, teachers will review the student code of conduct with students to ensure compliance and adherence to school rules of conduct.

Complete 09/09/2022

John McMillan

09/09/2022

Notes: 9/9/2022- Teachers reviewed the interactive "Cardinals Taking Flight" document with their students to ensure all students understand LCMS' expectations, rules, and procedures as well as the P.B.I.S. system. All students took the Student Code of Conduct quiz through Google Forms to provide evidence of students' individual knowledge and understanding of school rules and procedures.

The Cardinal P.R.I.D.E. matrix is continuously reviewed every morning during the morning announcements.

9/26/2022- Students received the Student Code of Conduct Quiz through Google Forms and completed it.

9/17/21 Teachers will implement classroom rules and procedures that will be aligned with PBIS for students to follow to include PBIS Matrix, Tardy Policy, and Discipline Flow Chart.

John McMillan

06/09/2023

Notes: 9/9/2022: Administration has insured every teacher has a Cardinal Pride Matrix, Dress Code, and Discipline Flow Chart posted in their classroom which displays the school-wide expectations and procedures for various locations within the school building. Classroom rules and procedures are aligned with PBIS for students to follow with reinforcement from all staff members.

10/10/22 Teachers nominate students for PBIS Student of the Week. Teachers promoted and attended PBIS Kick-off on Sept. 29. Teachers are distributing Cardinal Cash.

7/6/22 Administration will present and review school-wide expectations with faculty to promote positive student behaviors.

John McMillan

06/09/2023

Notes: 9/8/2022 - Administration met with Faculty and reviewed the school-wide discipline plan during back to school teacher workdays.
Administration met with all students during the first week of school to review the PBIS Matrix, incentives, and the school wide expectations.

10/03/22: Administration met with faculty and staff to review the PBIS Reset Plan in efforts to decrease student tardies as well as unnecessary student traffic in halls during instructional time.

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|----------|--|-----------------------------------|-------------|-------------|
| Effective Practice: | | Curriculum and instructional alignment | | | |
| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Our school currently meets weekly for instructional Professional Learning Communities to review and align curriculum with the NC Common Core Curriculum. Teachers meet on grade level and departments to make progress towards aligning curriculum to meet assigned learning targets. Formative assessments are used to monitor student progress and achievement towards learning targets. | Limited Development 10/14/2022 | | |
| <i>How it will look when fully met:</i> | | <p>When this objective is fully met, content and grade level teams will plan together to ensure that the needs of all students are being met. These PLCs will also ensure that there is curriculum alignment based on the CCSS and NC Essential Standards. Content teams will meet consistently to plan aligned units. PLC meetings will be data driven, where student work is analyzed and used to drive instruction. EC teachers are considered part of the PLC teams and meet consistently with teams to plan instruction. Evidence of standards-aligned units will be evident through student assessment data, lesson plans, PLC minutes, and classroom observation data.</p> <p>School Mastery Assessment data will have the individual question analysis performed for teachers to view commonly missed questions. Teachers will use the data to re-teach and spiral back to the commonly missed standards. Teachers should set incremental goals for growing students. Successful incremental growths will ultimately place students in scoring at or above the CCS assessment average.</p> | | Latoya King | 06/30/2024 |
| Actions | | | 0 of 1 (0%) | | |
| | 10/14/22 | Instructional coaches will conduct weekly content planning meetings to collaborate with teachers to plan differentiated, standards based aligned instruction and lessons. | | Latoya King | 05/31/2024 |

Notes: 10/11/2022: Content Planning Meetings are being held every Tuesday with teachers to plan differentiated, standard based aligned instruction.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Student support services

| | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
|---|-----|---------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | | <p>Our school requires common planning for alike subjects to ensure lessons are aligned with Common Core Standards. Teachers provide instruction for remediation in small groups during Cardinal time each day. After school tutoring provided for students who need more independent instruction.</p> <p>School Improvement Plan shows evidence of MTSS systems and practices. 21-22 MTSS Needs Assessment is complete. Data is used for the purposes of instruction and planning during PLC meetings. Instructional frameworks and classroom walkthrough documents have been established throughout the school. A school behavior matrix is established for student behavior and expectations. School policy and code of conduct has been clearly communicated to students and staff.</p> | Limited Development 10/09/2022 | | |
| <i>How it will look when fully met:</i> | | | <p>Increase in student success through growth indexes, proficiency rates, graduation rate, and college and career readiness. There will also be a decrease in special education referrals and retention rates. The usage of high yield learning strategies and instructional tiers will increase as well.</p> <p>22-23 Plan: By 2023, teachers will understand the individual components of the Multi-Tiered System of Support (MTSS) and how they work together to support student achievement. Teachers identify students who are failing their classes on a quarterly basis. Teachers are both proactive and reactive when intervening with students. Students know what structures are in place to support them and how to access them when they are at risk of failure or becoming off cohort.</p> | | Latoya King | 06/09/2023 |
| Actions | | | | 1 of 6 (17%) | | |
| | | 10/9/22 | Cardinal Time (remediation and enrichment), and Success Maker will be used to focus on the needs of all students to provide tiered instructional support for students identified via data days. Begin implementation by 10/17/22 | Complete 10/14/2022 | Latoya King | 10/17/2022 |

Notes: 09/20/2021 Each team/grade level developed a plan for how they will use Cardinal time.

1/31/22: Acceleration plan was development to target students who are projected to make 2+ and 3-. The plan will also support students who are projected with a 70% passing rate on EOG. This plan starts today 1/31/22. Students who's growth level is at a level 2 will also participate in acceleration as well. Cardinal Time will be used for targeted small groups instruction with core teachers. The acceleration plan will be monitored weekly.

10/9/22 The leadership team will establish an MTSS team with explicit expectations for facilitating MTSS Implementation.

Edit: MTSS team will facilitate ongoing MTSS training for teachers, explaining its relevance to teachers' roles and responsibilities.

Kaceia McDonald

05/31/2023

Notes: 09/20/2021- MTSS team has been established and is currently awaiting MTSS training. Training will be coordinated by administration.

10/14/2022- The Student Services Support Team is currently working with teachers to identify which students need referrals to SST and set up the initial meetings.

10/9/22 The MTSS Team meets regularly and has regular meeting formats/agendas, minutes to discuss student needs. Team members will include family, community, and multi-agency support when appropriate.

Kaceia McDonald

05/31/2023

Notes: 10/14/2022- The MTSS Team has worked alongside teachers to determine students in need of SST referrals.

10/9/22 The school improvement team will complete a FAM-S needs assessment to develop a plan of action for MTSS implemenetation.

John McMillan

05/31/2023

Notes: 06/2022- The FAM-S Needs Assessment was completed, analyzed, and reviewed during the SIT retreat to determine necessary next steps for MTSS implementation.

10/9/22 The MTSS team will provide ongoing training and support to faculty and staff for effective implementation of the MTSS process for students.

Kaceia McDonald

05/31/2023

Notes: 10/14/2022- The MTSS Team meets with teachers frequently, throughout the week, to determine individual needs for students and possible MTSS referrals.

| | | | | | | |
|--|------------|---|--|------------------------------|--------------------|--------------------|
| | 10/9/22 | Teachers will continue to administer and use student Mastery Connect assessment results and other authentic assessments to monitor how well students are mastering content. Data will continuously be used to make informed decisions about students. | | Emily Richards | 05/31/2023 | |
| <p><i>Notes:</i> 10/14/2022- Students will take their Science, ELA, and Math Benchmark assessments on 10/21, 10/25, and 10/26. Teachers will analyze their students individual data to determine whether or not students have mastered assessed skills.</p> | | | | | | |
| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The school counselors are currently undergoing training for "Second Step" Social and Emotional Learning Program. School counselors are currently handling teacher referrals of bullying, racial issues, and other social-emotional needs to address student needs. | Limited Development 10/14/2022 | | | |
| <i>How it will look when fully met:</i> | | Second Step will be ran as lessons in individual classroom settings from counselors guiding each lesson to teachers leading lessons once a month. Once all staff members are trained on Second Step, up to 27 lessons can be taught on a variety of topics that cover social emotional learning, communication, bullying, and friendship. | | Kaceia McDonald | 06/30/2024 | |
| Actions | | | 0 of 2 (0%) | | | |
| | 10/14/22 | Counselors will identify students and lessons to support social emotional learning. | | Kimberly Derrickson | 06/30/2024 | |
| <p><i>Notes:</i> Notes- 09/20/22 Counselors have created a schedule to meet with students in classes to provide social emotional support, individually and as a group.</p> <p>10/11/2022 Counselors will identify students and lessons to support social emotional learning.</p> | | | | | | |
| | 10/14/22 | Counselors will present lessons that will target conflict resolution, bullying, vandalism, internet etiquette, and racism to students monthly to reduce physical conflicts, bullying incidents, and racial tension. | | Kimberly Derrickson | 06/30/2024 | |

Notes: 9/20/22 Counselors will present lessons that will target conflict resolution, bullying, vandalism, internet etiquette, and racism to students monthly to reduce physical conflicts, bullying incidents, and racial tension.

10/11/2022 Counselors have meet with groups of students to resolve conflicts, reduce bullying and racial tension.

| KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|---|---------|--|-----------------------------------|---------------------|-------------|
| <i>Initial Assessment:</i> | | Currently, we host tours for the rising 6th graders and our 8th graders have the opportunity to visit high schools. We conduct open house for all students, and meet with each grade levels to communicate our expectations as they transition from grade level to the next grade level and began the start of school year | Limited Development 08/30/2021 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met LCMS will consistently transition students grade to grade and level to the next level in accordance with their academic progress. | | John McMillan | 06/30/2025 |
| Actions | | | 0 of 2 (0%) | | |
| | 8/30/21 | Administration will address parents and students on grade-to-grade transitions. | | Kimberly Derrickson | 06/22/2025 |
| | | <i>Notes:</i> 10/14/2022- LCMS' 22-23 Curriculum Night will be held on October 25, 2022. During Curriculum Night, parents will be informed about their students academic expectations, various course curriculums, and what to expect for grade-to-grade transitions. | | | |
| | 8/30/21 | Counselors will conduct informational sessions throughout the school year that focuses on grade-to-grade transitions as well as level-to-level transitions. | | Kimberly Derrickson | 06/29/2025 |
| | | <i>Notes:</i> 10/14/2022- Counselors have visited classrooms on each grade level to share information with students about common grade-to-grade transition themes such as: Social Emotional Wellbeing and Wellness | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|---|---------|--|-----------------------------------|------------------|-------------|
| Effective Practice: | | Strategic planning, mission, and vision | | | |
| KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Central office coaches and/or School Support Director will attend meetings when requested to monitor decision making processes, to provide guidance, and to support effective practices. | Limited Development 09/18/2022 | | |
| <i>How it will look when fully met:</i> | | The LEA will assign a Central Services coach to each school using NCSTAR. That coach will review the initial plan, provide feedback on the initial plan, and provide coaching each month to assist the school through their school improvement process. | | John McMillan | 06/30/2026 |
| Actions | | | 0 of 1 (0%) | | |
| | 9/18/22 | District Curriculum Specialists will visit the school to observe teaching and learning, PLC's and grade level meetings and provide written feedback to celebrate success and make suggestions for improvement. | | Donnell Underdue | 06/30/2026 |
| | | <p><i>Notes:</i> 09/14/2022- District Curriculum Specialists visited and completed classroom walkthroughs alongside instructional coaches and administration team.</p> <p>10/3/2022- District Curriculum Specialists visited and completed classroom walkthroughs alongside instructional coaches and administration team.</p> | | | |

| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date | |
|---|---|-----------------------------------|---|-----------------------|-------------|---|----------------|
| <i>Initial Assessment:</i> | Our school currently has a School Improvement Team (SIT) of teacher leaders to include instructional coaches, department chairs and other professional staff members. Additionally, administration meets with instructional coaches, grade level chairs and department chairs regularly to discuss effective practices. | Limited Development 10/09/2022 | | | | Priority Score: 1 Opportunity Score: 2 | Index Score: 2 |
| <i>How it will look when fully met:</i> | When this task is fully met, monthly meetings will be held with the SIT as well as instructional coaches, department chairs, and grade level chairs to discuss effective practices. Meeting minutes and agenda will be used for accountability. Progress reports and updates will be reported out by members of the leadership team to ensure we are moving towards our goal. | | John McMillan | 06/30/2024 | | | |
| Actions | | | | 0 of 1 (0%) | | | |
| 10/9/22 | Leadership team meets at least twice a month to discuss effective practices as aligned with our key indicators. Progress updates will be reported through minutes maintained in googles docs. When changes are needed, updates will be made and documented. | | John McMillan | 06/30/2023 | | | |

Notes: 7/17/19: Leadership meetings must be updated in Indistar. There must be a minimum of two meetings per month.

1/11/21: The Leadership Team met to discuss effective practices that were aligned key indicators, and how to effectively implement them during virtual learning. The minutes were updated within google docs.

9/20/21: Leadership team met monthly to discuss instructional support to teachers and ways to better improve the school. Meetings were aligned to the school improvement plan goals.

10/14/22: The leadership team meets monthly to discuss instructional support to teachers and ways to better improve the school and individual student outcomes. The meetings are aligned to the school improvement plan goals.

| Implementation: | | 10/09/2022 | | |
|------------------------|---|------------|--|--|
| Evidence | 9/18/2022 LCMS Google Drive: -Folder Labeled- 'Grade Level PLC Teams' -Folder Labeled- 'SIT' *All meeting agendas and minutes are located within the folders. | | | |
| Experience | 10/9/2022 9/18/2022 While working to construct a leadership team that meets regularly to review implementation of effective practices, accountability for all stakeholders within the school as well as collaboration grew exponentially. | | | |
| Sustainability | 9/18/2022 Ensuring the leadership team meets regularly to review implementation of effective practices as well as reflection upon agendas and meeting minutes to guarantee we are staying committed to sustaining the success of accomplishing our goal. | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|--|----------|---|-----------------------------------|---------------------|-------------|
| Effective Practice: | | Distributed leadership and collaboration | | | |
| KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Our school has established grade level teams with assigned team leaders. We also meet in PLC's for content specific planning. | Limited Development 10/14/2022 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met, each grade level will meet and maintain weekly minutes in designated google drive. Additionally all content area departments will meet and maintain monthly meetings in designated google drive. All meeting agendas will be reviewed by the administrative team. | | Kimberly Derrickson | 06/30/2025 |
| <i>Actions</i> | | | 0 of 1 (0%) | | |
| | 10/14/22 | Grade Level Team Leaders will provide meeting agenda minutes via Google Doc. All grade level team meetings will follow a specific template to be shared with teams at the beginning of the school year. | | Kimberly Derrickson | 06/30/2025 |
| Notes: 09/01/2022- All templates for LCMS meetings were shared with faculty and staff for the 22-23 school year. | | | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|--|---|--|-----------------------------------|---------------------|-------------|
| Effective Practice: | | Monitoring instruction in school | | | |
| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Our school conducts weekly classroom walk-throughs for data analysis, teacher support, and school improvement. Professional development is developed based on the feedback provided to teachers. Weekly data meetings are held where teachers are provided with instructional resources and feedback about the walk-throughs including recommendations for improvement. | Limited Development 10/09/2022 | | |
| <i>How it will look when fully met:</i> | | High yield instructional strategies and standard alignment will be evident across all classrooms so the needs of all learners are being met. Students will be actively engaged, participating, and taking ownership of their learning. There will be evidence of teachers utilizing best practices and CCS resources for improvement. The climate will be conducive to fostering a growth mindset for all. | | John McMillan | 06/30/2025 |
| Actions | | | 0 of 3 (0%) | | |
| 10/9/22 | Instructional leaders and administration are assigned to monitor grade level meetings, department meetings, lesson plans, PLCs, and data from EVAAS, EOGs, SMAs, and teacher made assessments through submission of minutes, lesson plans (to include instructional resources) to a designated google drive folder. | | | Kimberly Derrickson | 06/30/2025 |
| <i>Notes:</i> 09/01/2022- Instructional leaders and administrators are assigned to oversee and monitor specific grade levels and are assigned specific duties for the 22-23 school year. | | | | | |
| 10/9/22 | In weekly grade level meetings, teachers will plan, collaborate, and create common lesson plans that will be submitted via google doc in designated folders. | | | John McMillan | 06/30/2025 |
| <i>Notes:</i> 10/14/2022- Teachers meet weekly with instructional coaches and administration to plan and create common lessons that align vertically. | | | | | |
| 10/9/22 | Walkthroughs are completed by administration and instructional coaches. A walkthrough schedule was created for school administration and instructional coaches to follow | | | John McMillan | 06/30/2025 |
| <i>Notes:</i> 10/14/2022- Administration and Instructional Coaches have completed five weekly walk throughs thus far 22-23 school year. (artifacts in LCMS Shared Google Drive) | | | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
|---|---|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | Quality of professional development | | | |
| KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Our school currently looks at EVAAS, Hoonuit, Mastery Connect, and SMA data to determine student needs for improvement. | Limited Development 10/14/2022 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met, data will be used to determine professional development needs of teachers. PD will be provided during PLC time as well as outside PD if needed. Data will also determine gaps in learning for students and focus areas for the year. Due to the implementation of this indicator, administrators and teachers will have an adequate understanding of student data and students will receive quick feedback. | | Latoya King | 06/09/2023 |
| Actions | | | 0 of 4 (0%) | | |
| 10/14/22 | Discipline data to include ABE will be analyzed and used to decrease the number of out of school suspensions. | | | Emily Richards | 06/09/2023 |
| <i>Notes:</i> ~Attendance data will be used to determine necessary interventions for students with frequent or reoccurring absences. ~10/01/2022: Social workers will disaggregate attendance data each week and determine what interventions need to be put in place to ensure students are attending school regularly. | | | | | |
| 10/14/22 | Teachers will disaggregate data during PLC's and use data to inform instruction. | | | Emily Richards | 06/09/2023 |

Notes: 10/10/2022 - Grade level teams are meeting with administration weekly to discuss and analyze their data and usage of high yield instructional strategies.

6/1/2022 Teachers met weekly, and the EVAAS data increased from 21.9 to 44.8

9/20/21: Teachers are analyzing their data using data sheets to drive their instruction. Teachers are also participating in weekly data meetings with administration.

10/14/22 Leadership team will use walk through data to determine staff professional development needs and to tier teachers for instructional support.

John McMillan

06/09/2023

Notes: 10/10/2022 - As of today we have completed 5 instructional walk through. We identified strengths and weaknesses and shared data with staff for improvement. We also tiered teachers for instructional support.

10/14/22 Instructional Support Staff and teachers will use disaggregated data to create model lessons that will enhance student achievement in subgroups: White Students, Students with Disabilities, Economically Disadvantaged Students, and ESL students.

John McMillan

06/09/2023

Notes: 10/14/2022- Teachers meet weekly with instructional coaches and administration to analyze their disaggregated data and plan lessons and activities enhancing student achievement with focus on subgroups.

| Core Function: | | Dimension C - Professional Capacity | | | |
|---|---|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | Talent recruitment and retention | | | |
| KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Our school uses an evaluation rotation to evaluate teachers. Additionally, classroom walk-thrus are conducted weekly. Teacher mentors as well as administration and members of the leadership team evaluate teacher performance and provide feedback. | Limited Development 10/09/2022 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met, teachers are evaluated regularly and feedback is given frequently. Teachers improve on practices based on feedback. Teachers are recognized for outstanding performance in the classroom. | | John McMillan | 06/30/2026 |
| <i>Actions</i> | | | 0 of 3 (0%) | | |
| 10/9/22 | Admin and Instructional Coaches will continue to conduct regular classroom walk-thru and document findings using the classroom walk thru form located on the shared google drive. Teacher observation schedules will be followed to complete teacher classroom observations using the NCEES module. | | | John McMillan | 06/30/2026 |
| <i>Notes:</i> | | 10/14/2022- The administration team has ensured all staff PDP's have been completed and are working on completing pre-conferences and Formal Observation #1 for all teachers by 11/22/22. | | | |
| 10/9/22 | Classroom teachers will be recognized for outstanding performances through Staff Member of the month recognition, gift bags, gift cards, certificates, and plaques. Continue staff celebrations, recognition of birthday's, and overall staff moral. | | | Emily Richards | 06/30/2026 |
| <i>Notes:</i> | | | | | |
| 10/9/22 | The SIT Team will participate in the interview process for incoming Teachers/Assistant Principal. The staff will have input on the position of Principal. | | | John McMillan | 06/30/2026 |
| <i>Notes:</i> | | | | | |

| Core Function: | | Dimension E - Families and Community | | | |
|---|--|---|-----------------------------------|------------------|-------------|
| Effective Practice: | | Family Engagement | | | |
| KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Our school currently communicates with parents using Parentlink, Twitter, and Facebook. Teachers use email and personal classroom web pages to communicate the importance of curriculum with parents and how to support student learning. Currently, there is no PTA and little to no parent involvement on the school improvement team and parent community positive climate correlate. | Limited Development 10/09/2022 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met, all teachers will collaborate with parents to assist with student understanding of curriculum. Teachers will regularly communicate learning expectations of students with parents via email, phone, and google classrooms. Parents will be actively involved in the school improvement team, the parent community and positive climate correlate and our PTA; to help with the decision making process. | | Dorothy Woodfork | 06/30/2026 |
| Actions | | | 0 of 4 (0%) | | |
| 10/9/22 | A parent will be added as a school improvement team member. | | | Dorothy Woodfork | 06/30/2026 |
| <i>Notes:</i> 10/14/2022- Ms. Woodfork is actively working to recruit parents and/or guardians to join our SIT for the 22-23 school year. | | | | | |
| 10/9/22 | A parent will be added to the Parents, Community and Positive School Climate Correlate. | | | Dorothy Woodfork | 06/30/2026 |
| <i>Notes:</i> | | | | | |
| 10/9/22 | Organize and manage a Parent Teacher Association with installed elected parents, community and teacher leaders devoted to the educational success of students at LCMS. | | | Dorothy Woodfork | 06/30/2026 |
| <i>Notes:</i> 10/14/2022- Ms. Woodfork is actively working to recruit parents and/or guardians to join and assist in leading a PTA for the 22-23 school year. | | | | | |
| 10/9/22 | A survey will be sent to parents and families for school improvement ideas and support. | | | Dorothy Woodfork | 06/30/2026 |
| <i>Notes:</i> | | | | | |